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ABSTRACT

In 1970, the central administration of the City Colleges of Chicago (CCC) established the Learning Resources Laboratory (LRL), later known as TV College, at the time, the televised courses offered by LRL allowed regular students to enroll in courses filled on any campus, allowed out-of-district subscribers to enroll in the college, and provided education for shut-ins, hitchhikers, the disabled, and prisoners in local prisons. By 1973, however, the City College system had added new campuses, and suburban areas had created their own community colleges, so that a large part of the need for LRL had diminished. Furthermore, declining CCC enrollments had led campus faculty to resent the competition presented by LRL. Believing that the innovations of LRL could benefit CCC students, the author designed a study to determine the extent to which present LRL administrative communication processes had led the staff/part for improved cooperation. His conclusions were that personnel below the central administrative level of LRL functioned as clerical workers and had no share in policy making, and that there had been no attempt to coordinate the efforts of LRL with those of CCC, inasmuch as LRL had isolated itself. He recommends that coordinators of LRL at the CCC campuses have more responsibility for decision-making so that they will be motivated to further the goals of LRL on the campuses. The questionnaire, a summary of responses, and diagrams of the communications networks are appended. (DC)

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ADMINISTRATIVE INNOVATION IN A TRADITIONAL ENVIRONMENT: A Study of the Administration of the Learning Resources Laboratory of the City Colleges of Chicago*

by
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*My thanks to the Dean of the Learning Resources Laboratory, Dr. James Figerell, and to his immediate staff, Dr. Lloyd West and Dr. David Giltrow, for enabling me to make this study. The Vice Chancellor of the City Colleges, Dr. H. Chausow, provided the opportunity.

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When an educator devises a program of instruction that could drastically affect an educational system in operation, he must be prepared for harsh criticism from those who feel threatened by change. Innovation is rarely accepted without challenge from those who represent the "status quo." If the educator be confronted by a belligerent faculty or a hostile citizenry, he may seek to compromise his proposal for change. But in attempting to secure support from all factions of the educational world, the educator will probably discover that the innovative program would lose its creative aspects, if left in the hands of those who argue on the basis of their fears and apprehensions.

The situation confronting the educator with a proposal for change is similar to that which the business executive is coping with. Recognizing that automation will take jobs away, labor has sought to withstand "progress" despite the fact that automation frequently has led to decreased costs. The businessman not only represents his workers but the stockholders and the consumers. And he must worry about the competitor's prices. Obviously, the businessman has not been able to please everybody, but competition has introduced a factor to promote change into a situation which might otherwise be changeless.

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By and large, competition among educational institutions has not effectively altered educational systems. For one thing, grades K-12 and the community college are local institutions without a significant number of competing educational facilities. Even universities are somewhat regionally circumscribed by virtue of tuition and travel costs the student must bear. One might be inclined to believe, therefore, that in the absence of competition, what changes have occurred within education the last few decades are the result of some very dogged educators, who take their leadership function seriously.

The central administration of the City Colleges of Chicago has clearly demonstrated its adherence to innovation. Establishing in 1956 the Learning Resources Laboratory, then known as TV College, the City Colleges undertook to affect its entire system of some 7 colleges through the implementation of individualized instruction offered on television. In addition to instruction over the air waves, TV courses could be viewed in a makeshift class at one of the colleges, say, in a student lounge. The innovative program was launched in the late 1950's, when the City Colleges were experiencing rapid growth. Rationale for adoption of the program included reference to alternative possibilities for handling the large number of students seeking admittance into popular courses.

> ...TV-ir-class is an improvement in many respects over the large lecture section that is a fixture on many campuses. Every student "sees" for himself the demonstration or the exhibit, since every student has a front seat..TV-in-class is an effective way of relieving the overflow of students. Without it, many of our students could not take certain courses, or would be forced to delay taking them.[1]

Indeed, a course taken over the air waves (either radio, television or closed circuit TV) would enable the student to study in the privacy of his own home.

Another reason given in the 1950's for the innovation of TV instruction had to deal with the lack of certain courses or even programs on the campus of any particular City College. If a student wanted to take a course in, say, a sequence of courses of the nursing program, but the course was not being given on the campus of the near-by City College, he might not be able to continue in the program until the following year, when he could take the course on campus. And generally, the student could take a course that was not being offered at the local college without time delay.

Particular occupational training areas appeared initially to benefit the most from TV instruction, because the particular City College might not have opened up a degree program in the area for which students were seeking competency.

> TV-in-class enables the less developed campuses of the Chicago City Junior College to schedule offerings in areas in which they lack faculty.[2]

The specialized areas of teacher preparation and nursing seemed to hold the greater promise for rapid development in TV instruction.

> Certain lines of development seem clear enough at this time. The many people in the Chicago metropolitan audience interested in entering teaching, particularly at the elementary level, and the urgent need for teachers make it imperative that we expand our teacher-training offerings.[3]

Nursing appears to be another area in which local City Colleges were lacking instructors qualified to teach the subject.

> Chicago City Junior College officials plan very shortly to initiate an Associate in Arts degree program in Nursing Education. The implications of instructional television for training are so obvious as to require little comment.[4]

The quotations provided above are all from the Fourth Report of the TV College, published in 1964. At that time, the shortage of teachers and nurses in the job market coupled with a lack of competent instructors in many of the specialized programs, which the City Colleges were offering a modicum of instruction in order to meet the demand, heralded a bright future for the Learning Resources Laboratory, known then as TV College.

TV courses attracted a suburban following, too. As late as 1967, few suburban communities had erected their

own community college, i.e., one to service their area. In 1963, about 10% of the students taking TV courses were out-of-district. The typical LRL brochure of the day announced that suburbanites would pay the same tuition as the in-district students.

> Out-of-city TV College students entitled to tuition support in Spring 1967: Illinois school districts not maintaining public junior colleges of their own are now authorized to pay tuition costs of residents attending junior colleges in other districts. Suburban viewers thinking of taking TV courses for credit in Spring 1967 should call or write their school district office to determine if they are covered by this provision.[5]

So, in addition to the group of students who could not take courses on campus because the classes they wanted were either filled or not given, the out-of-district suburbanites sought TV instruction.

The program also was aimed to educate the "stand-bys" of mass media education, housewives, shut-ins and disabled, and prisoners in local prisons; and about this group we are told in the Fourth Report,

> Since its inception TV College has provided educational opportunities to shut-ins and students partially handicapped by illness or disability. These opportunities were later extended to inmates of the Stateville Pentitentiary and still later to the Women's Reformatory in Dwight, Illinois.[6]

At this time, the LRL's innovation did not represent a threat to the traditional classroom method of instruction. Those students who were to take TV courses could not

take a course on some City College campus, since the students could not attend by virtue of physical handicap, imprisonment or distance from a campus offering a desired course.

In 1963, for example, about 10% of TV students were Illinois residents living out-of-district, and a little over half of a percent resided out-of-state. But in 1973, ten years later, the percentage of TV students from out-of-district had sharply declined to 1%, including both those outside the district but Illinois residents and those residing outside the state. Suburban communities since the late Sixties have created their own community colleges: Triton, Oakton, Harper, DuPage, Lake County, Waubonsee, Morton Grove; Prairie State, etc. Moreover, several new campuses of the City Colleges have been constructed, each campus capable of handling many more students than before. It is significant that presently a large segment of TV students are drawn from areas served by City Colleges still in their pre-fab "temporary" buildings, e.g., Olive-Harvey City College.

Moreover in the ten-year period between 1963 and 1973, while the "head-count" of students has risen from 29,700 in 1963 to 54,875 in 1973, almost double the number, the number of full-time faculty has more than doubled: 531 in 1963; 1179 in 1973.[7]

Despite these recent developments, which could have meant the demise of TV education in the City College system,

the LRL continues as an alternative to classroom instruction. The point to providing an alternative to the classroom is apparently to individualize the educational experience. In its Fifth Report, issued in 1974, attention is focused upon the data that seemingly provides evidence for thinking that TV instruction is just as good as that offered in the classroom. For one thing, the report notes, credits earned through TV instruction are accepted on an equal basis with those earned via the classroom.

> Accrediting agencies, profesional associations, colleges and universities throughout the Midwest accept credit earned through TV College without question.[8]

Secondly, the Report contains an interpretation of various polls of TV students to the effect that students enjoy TV courses.

> The results of one questionnaire distributed to TV College students who had moved on to on-campus study in four-year colleges deserve special mention. Most of the three hundred respondents stated that they learned just as much by TV as they did in the conventional classroom. They reported also that the grades they made in their conventional courses in four-year colleges were about the same as their TV grades. Further--and this is not surprising, since TV College courses are produced for open-circuit broadcast--they all judged their television courses to be better organized and more effectively presented than the conventionally taught courses they had taken in the colleges to which they transferred.[9]

With respect to grades, learning, and efficiency in presentation, TV courses were apparently judged equal to conventional classroom instruction by the former TV students.

However, in offering an alternative form of educating, the LRL must be aware that there are faculty members on a number of campuses within the City College system who are teaching in the classroom a course which is being offered, at one time or another, over the television. In talking with various teaching faculty randomly on the campuses of the City Colleges, I have found that indeed, some faculty members are apprehensive about the competition which the existence of an alternative form of educating represents.

In any case, the Fifth Report reflects a position of independence in spirit and attitude from the City Colleges' campuses, which are portrayed as "hosts" to the LRL instructional program.

> Not having its own registration and student activity center poses serious problems for TV College. Registration must be carried on at times determined by host campuses. TV College students must rely upon campus counselors--whose major concern is with the programs of the college to which they are assigned--for guidance and advice. More services could be rendered the off-campus television student if TV College had its own student center, fully staffed and operating around the clock.[10]

According to the Report, a conflict of interest exists between those committed to the traditional programs operating on the City College campuses and the LRL, which is offering a new program on "host campuses." The message is clear: let the LRL be independent, cut loose from the "mother" who gave birth to the innovation. Because of its

theme of independence, the Fifth Report is a visionary document in spirit not unlike the Declaration of Independence. The LRL itself is conceived as but a stage in the advancement toward an educational mecca of students who shall be served via television, similar to the English style of a university without walls.

> The current rage for external degree programs and "open universities" signals that the time has come for "commitment and imagination."[11]

Someday there may be founded a "regional educational technology center--a Metropolitan Learning Resources Laboratory--to serve the Chicago area."

> TV College is the germ of a new and broadened instructional unit. In short, its future lies in becoming more than the first two years of a university on television. Besides offering the conventional college and occupational-vocational curricula [the latter has not been developed to date by the LRL]...to people who cannot attend classes on campuses, it must develop into a full-fledged resource center, offering services that enrich and strengthen the day-to-day program of the City Colleges as a whole.[12]

Dr. David Giltrow, who is a recent addition to the LRL administrative team, is working to advance that day's event. He has been representing the LRL in a consortium effort of Chicago area universities and colleges to develop an educational television channel.

Competition between the two forms of education seems in evidence during registration period. Visiting Wilbur Wright City College during Spring registration, I discovered that while a sign on the front door directed the perspective

TV student to the third floor cafeteria, the flow of students might carry a newcomer into the lines for registering for on-campus instruction. To get to the third floor without going through the rooms and halls reserved for on-campus course registration seemed to me to require that the TV registrant open gates blocking entrance to the third floor. Then too, TV registration was limited to one part, less than half, of the third-floor cafeteria, the rest of which was set aside as a link in the process of registering for on-campus courses. More importantly, while the TV courses are listed in the schedule of courses issued by Wright College, merely the words "Also available via TV" appear under the subject area's course listing, and there is no section listing for the TV course offering. Thus, when the student surveys what times and places, say, Business 101 is offered in Spring, he cannot select a section for the TV offering.

Another point. Fifteen sections of Business 101 are being offered on the campus of Wilbur Wright for Spring semester, in addition to which the LRL is offering its course in Business 101. It would seem highly unlikely that every section would fill on the campus. The course is listed as the "Fundamentals of Accounting" and carries a prerequisite of a math ACT score of 18 or its equivalent. If every section is not filled, an instructor in the course might be led to believe that more students would have enrolled in the course had the course not also been offered

over television. The LRL believes that about 40% or better of its students have enrolled in a City College campus course or will do so. Consequently, it seems very likely that both the "host" campus and the LRL are in competition for students, probably the same students, and that each is cognizant of it.

The designers of the Master Plan seem to side with the LRL and its efforts at innovation in contradistinction to the conventional classroom approach. Published in May, 1974, the Master Plan writers chide the classroom faculty for their conservatism.

> Curricular design and instructional methods, with the passage of years, have a way of becoming canonized and fossilized. Courses of prescribed length; professorial reliance on intuitive goals rather than on precisely formulated instructional objectives; the formal classroom lecture--these are practices revered by too many conservative members of the academic community. These practices, however, are not suited for the students of the City Colleges.[13]

In light of the fact that the innovative program of the LRL appears at odds with the traditional approach employed by most faculty, a fact implied in the stance of the Master Plan, it seemed to me worthwhile to investigate into the possibility that the LRL's innovation could renew the system of education of the City Colleges, could permeate through the entire system.

Although the LRL administration has envisioned a day of independence from reliance upon its "host campuses,"

and the "host campuses" seem to be in competition with the LRL for students for the same courses each is offering, greater cooperation could emerge by means of increased communication between the LRL and the host institutions. The purpose of this present study is to determine the extent to which the groundwork for greater cooperation is laid by the process of communicating, one with the other.

Specifically, this study consists of a set of inquiries into the communication network of the LRL. It is aimed at unearthing the methods whereby the innovations of the LRL might spread to inspire and enthuse throughout the City system. In addition, it is intended to identify the cadre of adherents to the LRL's vision and possible sources for future support of the vision both within the system of Colleges and without.

The Communications Network Questionnaire

Most recent work on communications in an organization has assumed that information is relevant to decision-making. The administrator is conceived to rely upon the information he receives from persons with whom he communicates, such that he seeks out relevant data with which to come to a decision from sources he can rely upon.

Accordingly, if the source and his communication content is known, we have reason to think that the criteria upon which the administrator's decision is ultimately made is also known. Similarly, if a person is not consulted by

the administrator, or if the decision-maker speaks only of trivia with that person, we have reason to believe that the individual is not involved in the decision-making process, and importantly, that he does not possess relevant data the administrator needs to come to a decision.

In order to determine the extent of the communications network of the LRL, possibly to identify those who have in-put in the decisions concerning its administering, a questionnaire was constructed based on the work in small group research of R. F. Bales and Blau. The questions were taken largely from the criteria of communications connected with decision-making which the research into small group interaction has suggested.

Basically, each respondent was asked to tell with whom he communicates in the LRL, or about the LRL, and to report the frequency with which he makes suggestions to the LRL administration and finds them acted upon, and to note the kind of suggestion he believes is acted upon. Then, the respondent was asked to think over what problems he has working for the LRL, what problems are shared with him; and finally, how closely he apporaches the philosophy currently espoused by the LRL administration. (See Appendix A for the questionnaire.)

The questionnaire was administered the Fall of 1974. In many instances, persons receiving the questionnaire were

already designated "administrative" in the conduct of LRL operations and programs below the level of the 3 top administrators, Drs. Tigerell (Dean of the LRL), West (Associate Dean) and Giltrow (working under a grant). When pressed, the operational definition of the administrator was loosely interpreted as "any person who performs some function on behalf of the LRL, or who believes that he does, but is not a student." Also, the questionnaire was sent to the presidents of 6 of the City Colleges and 2 administrators at Central Headquarters of the City Colleges. All-in-all, 55 questionnaires were distributed. Of these, 20 were administered personally by the author through interviews with the respondents, and 35 were mailed. Of the 35 mailed, 18 were returned in time for tabulation, another 4 afterwards, although the latter 4 do not appear significantly different in content from those processed. Every attempt was made to omit clerical or part-time workers and work-study students, for these people are not responsible for the execution of the program. At least one person was interviewed at every location where a particular LRL program is currently being implemented except at two prisons, where personnel could not be reached.

Currently, the LRL is in charge of administering three innovative programs: TV College, which offers courses over

the radio and television; Study Unlimited, which offers college courses at selected libraries in the Chicago Library system; and the Plato instructional system, installed and operational at four City College campuses, which offers instructional packages as either a complete course through individualized instruction or an adjunct to classroom instruction. The LRL also has a foreign-based instructional unit for Armed Forces personnel, but no attempt was made to study this unit. Administrators in charge of the various programs, Dr. West for TV College, Dr. Cunningham for Study Unlimited and Dr. Dimas for Plato supplied the names of the field coordinators responsible for the implementation of the particular program. Although Dr. West read over and commented upon the questionnaire, he was not a respondent; nor was Dr. Cunningham. Dr. Dimas, based at Kennedy-King College, not at the central administration's office, was interviewed, because it looked that his position was visibly different from that of a central administrator. The point of the questionnaire was to gain the perspective of someone looking upward toward the central administration of LRL, rather than looking downward from the central administration, so as to discern how one below the level of "central" perceives his role in the affairs of the LRL. The previous pages contain a sketch of the viewpoint of central administration.

the number of students enrolled on their respective campuses for a TV course. At the central offices of the LRL, the coordinators usually talk with a clerical worker or secretary. Conversations pertain to the suitability of perspective registration and examination dates, which are mailed out to the coordinators from central. Communication with the central LRL staff apparently is restricted to these clerical details. The campus coordinators thereupon seek out proctors from the faculty. Memo is the usual vehicle of communication from central; and the flow of communication is generally downward. If the coordinators find the dates for registration or examination unacceptable for their campus, they phone the secretaries to choose a new date (Qs 13 and 14).[14]

Coordinators have other things they could communicate about but apparently do not. They occasionally confront the problem of keeping TV College students in the particular TV course. Students complain they cannot get the books at the bookstore (Q 19). The LRL Dean, Dr. Zigerell, has informed me that the LRL does not have much to say in the ordering of books for the bookstore on each campus.

Moreover, campus coordinators are obviously concerned about the integration of TV College into the local schedule of courses, a point raised in the LRL's Fourth Report, but no "feed-in" mechanism has apparently been established for

The Communications Network of TV College

There are 4 coordinators for TV College listed, one stationed at Olive-Harvey College, one at Mayfair, another at Loop and the last at Southwest. The coordinator is responsible for registering TV College students, scheduling exams taken at the particular City College he is at, and assigning exam proctors. Actually, registration occurs at Wilbur Wright College, too, as noted above, although no coordinator is formally designated. At Olive-Harvey, the coordinating function is presently being transferred from John Moore to James Moore, and both were interviewed. Thus, 5 persons were interviewed in the City College system. The coordinator may not be receiving compensation from the LRL but from his local college, at which he is assigned many other administrative duties.

In addition to these coordinators, TV College operates its program through coordinators in some of the prisons in northern Illinois: Statesville, Joliet, Dwight and Pontiac. Only the coordinators or those fulfilling this function at Pontiac and Dwight could be interviewed.

From the coordinators' responses (see Appendix B for a compendium of responses from all groups), the manner in which coordination of TV College is conducted can be constructed. Campus coordinators (A-E, so identified in the Appendix) report to a campus administrator concerning

the various City Colleges to meld their offerings with what TV College is offering or planning to offer. In answering Qs 21 and 22, respondent A emphasized the role the faculty could play in plotting the development of TV College on a particular campus. This point of view is echoed in the response of E, who contends that the City Colleges should have a voice in what is offered via television or radio; and in the responses of B, who wishes that the LRL work with the City College faculty. Overall, coordinators A-E reflect the rationale which gave rise to the LRL. In responding to Qs 21 and 22, they contend that the LRL should (1) provide educational opportunity for those who cannot attend a class on a campus; and (2) offer particular courses on TV to students who are closed out of campus offerings. The coordinators on City College campuses believe, evidently, that the TV courses should complement the array of courses and course sections provided on their campuses. In any case, the LRL and the City College faculty are seen in partnership in the eyes of coordinators A, B and E.

Interestingly, neither coordinator F nor G, those from the prisons, implied a stand about the relation between the LRL and the City Colleges. Rather, each concerned himself with the relation between the LRL and the student, in Q 21, while each claimed Q 22 does not apply to the prison situation.

Coordinators seem unaware of the problems which TV College is confronting, Qs 19 and 20. They see no one connected with the LRL central administration, nor for the most part do they talk with any central administrator. Despite the lack of communication, 4 coordinators interviewed believe that the LRL administration shares the same conception of its mission regarding "service" to the City Colleges, students and community. The meaning of "service" which was frequently given by the respondents (Qs 21 and 22) indicate that each probably has small awareness of the changes in conception inaugurated through its Fifth Report.

Analyzing the TV College Operation from the point of view of its communications network

The data secured from the 7 respondents warrant portraying its communications network as a wheel, the center of which is the position occupied by the LRL central administration, who mail memos to the "spokes," i.e., the field coordinators, who, in turn, send messages back to the secretaries. The coordinators themselves have little contact with one another; probably some coordinators do not know the others.

Small group research, e.g., that conducted by Guetzkow and Simon, has demonstrated the wheel organizational pattern enhances the function of coordination better than many other networks observed. The disadvantage to it, however, is that the hub must essentially make the decisions for the structural group.

> Should a spoke attempt to become the solution former, he would need to depend upon the hub for relaying both information and answers. In addition, in such a situation, the organizational problem as to which of the four equipotential spokes would become the problem-solver would need to be handled. But, if the hub becomes the solution-former, the wheel requires a minimum of organizing effort for solving the operating task.[15]

An implication of terming the TV College communications network a wheel is derived from the theoretical point that the spokes are unable to make decisions on their own. Just as the theory would lead us to predict, the coordinators are reduced to the function of clerks, effective in their communications seemingly only about the time and place of registration and examination for TV courses.

With respect to TV College, coordination is stressed to the point that the coordinators are permitted to make very few professional judgments concerning the program they are administering *in situ*, even though they appear cognizant of students' and faculty's problems and concerns regarding the implementation of TV College. Channels of input into the policy-functions of the LRL from the coordinators appear inoperative. Inhibiting the free flow of ideas and the interplay of concerns which may affect the decisions made has the advantage, however, of improving coordination. As Blau points out, there is a dilemma between coordination and involvement.

> A hierarchical organization, in part precisely because it restricts the free flow of communication, improves coordination; indeed, it seems to be essential for effective coordination of group effort. This is the dilemma posed by hierarchical differentiation: while it is necessary for coordination, it blocks the communication processes that are vital for stimulating initiative and facilitating decision-making.[16]

Because the program is administered at various locations, not closeby to one another, it might be difficult to assemble the coordinators at one place. Yet the findings of Blau and other small group researchers do not merely argue for coordinator meetings in the instance of TV College management, but actually local determination of programmatic thrust. Since the program is administered by the several campuses and prisons, it behooves the LRL to loosen the reins of control of the program in order that the program grow in numbers by serving the local needs and particular requirements of the area.

Moreover, the student who enrolls in a TV College course is not enrolling in TV College in the sense that we might normally construe college enrollment. For instance, the student enrolled in Business 101 at Wilbur Wright College becomes a student at Wright College, i.e., the records of his taking the course are kept at Wright. Indeed, the student who takes a TV College course by registering at Wright College, I discovered, fills out registration forms of those who are enrolled in Wright College courses given

on the Wright campus. And the transcript, issued by Wright, does not contain mention that the course was taken over the TV. Accordingly, to involve the several City Colleges in the planning of TV College courses can be argued on the basis that in reality, the students of TV College are those of the City Colleges on one of its campuses.

At this juncture in the analysis, one has the right to ask, how involved in the TV College operation are the coordinators; and secondly, how involved could they become? Because the LRL central administration is reported to share only routine matters with the coordinators, and because the coordinators have essentially clerical responsibilities to perform, one can surmise that the coordinators are not much concerned with the LRL's TV College. This impression is reinforced by the Fifth Report's claim that some City College campus personnel, specifically mentioned were the counselors, are too busy to engage in promoting TV College offerings.

On the other hand, the coordinators seem interested in the program. They display sharp perceptions of what the LRL could be doing on their campuses or sites, as witnessed by the stream of comments to Qs 19-25, and by the fact that the coordinators took the time to be interviewed for this questionnaire. They do not give the impression of being too busy for TV College affairs. More importantly, the

TV coordinators' talents and resources are by no means being fully exploited. Each of these persons occupy high and prominent place in their respective institutions, e.g., Vice President of the College, Dean, Supervisor of the prison's learning center, Assistant Director of Education, Registrar. If the LRL were to tap these persons' knowledge of running an educational program and make use of their contacts in order to help in the deployment of TV College courses for maximum student usage, it might lead to greater local say on how the TV College program is to be conducted.

A contemporary theoretical perspective emphasizes the usefulness of a broad-based decision-making group of knowledgeable people, each contributing from his fund of experience in the decision process. As Likert pictures this ideal,

> An effectively functioning group pressing for solutions in the best interest of all the members and refusing to accept solutions which unduly favor a particular member or segment of the group is an important characteristic of the group pattern of organization.[17]

The several members of the group are to perform a significant function toward forming and shaping a resultant decision.

> ...persons reporting to the president, such as vice presidents for sales, research, and manufacturing, contribute their technical knowledge in the decision-making process. They also make other contributions. One member of the group, for example, may be an imaginative person who comes up rapidly with many stimulating and original ideas. Others, such as the general counsel or the head of research, may make the group do a rigorous job of sifting ideas. In this way, the different contributions required for a competent job of thinking and decision-making are introduced.[18]

This managerial theory of contemporary vogue stresses the contribution each member can make based on his experience and wisdom. The TV College coordinators appear capable of participating in the decision-making process, which establishes policies for TV College; and some have expressed the hope they will be given the opportunity to share in that process. While Coordinator A calls for meetings, it seems possible that each could offer more than just his time. Altogether, they might be an important resource for TV College growth, if they are involved in the planning and development of the program on their particular campuses to an extent not presently witnessed.

The Communications Network of Study Unlimited

Study Unlimited is an educational enterprise designed to make additional use of the TV College videotapes by offering courses for which the tapes were made at selected libraries of the Chicago City Public Library system and at the Southwest College library; and at some of the prisons which already offer TV College courses. Acting director of the program is Dr. Phyllis Cunningham. Miss Jane Reilly, working under Dr. Cunningham, is liaison between the library administration and SU.[19] Mr. James Anderson, whose title is "Adult Education Specialist," heads up a counselling team that includes Joseph Washtien, Gary Cleggett and one or two others. The librarian of the branch where SU is underway who is in charge of the program at the branch is termed a "learner's advisor."

A brochure of the program describes how the program is to work.

> Study Unlimited centers have been set up at the Chicago Public Library's central building and in several branches, as well as at City Colleges locations. These centers provide fully credited college courses. They are stocked with study materials--books, magazines, films, and videotapes. With the help of a Learner's Advisor, you take courses, either for credit or simply for enjoyment.[20]

The Learner's Advisor is also "to help you with your study and research," although "you have telephone access to your professor." Students taking the courses for credit are enrolled through Loop College by special arrangement. The philosophy behind SU is independent study, with regard to which the student is to proceed at his own pace; and the student is told before enrolling, "You decide upon some reasonable length of time, and then you pace your study accordingly."

The LRL communications network questionnaire was administered to 4 of the 5 site Learner's Advisor of the city branches, to the Southwest campus coordinator and to the person in charge of the SU program at a prison's educational facility. The questionnaire was sent to the 5th library learner's advisor, but no reply was received in time for analysis. In addition, 2 of the SU counselors filled out the questionnaire, one in an interview process. Miss Reilly also completed the questionnaire, as

well as Dr. McComb of Loop College, who is responsible for setting up the registration procedures through Loop. One librarian at the Legler Regional Library had just been designated "Learner's Advisor," and so, both the former Advisor and the in-coming Advisor were interviewed. There were 11 respondents in all.

As the summary of responses shows (see Appendix B, the SU sections), Dr. Cunningham and Miss Reilly were mentioned most often as the persons to whom the others report (Q 2). Together with the Adult Education Specialist, Jim Anderson, they are mentioned frequently as the persons whom the rest see (Q 18) and talk with in the LRL (Q 14). If information is passed on to the SU staff at central from a particular site, it goes to Dr. Cunningham, Miss Reilly or Mr. Anderson (Q 8), but suggestions from the sites are generally addressed to Mr. Anderson or Dr. Cunningham (Q 6). In a number of cases, more than others cited, Jim Anderson and Phyllis Cunningham act upon the communications, probably directed to one of them (Q 13). Student complaints, suggestions, and inquiries encompass 6 of the 9 communications from people around the respondent to someone at central. Librarians in the branch of the SU program are the most singled out group of persons with whom information about the LRL is shared by the respondents, although one may surmise that the public are told about the program should they inquire at the learner advisor's desk.

Two fundamental problems in the program's implementation plague the SU staff, both central administrators, as the librarians perceive central's problems (Q 20), and the field advisor (Q 19): (1) student failure to complete a course and (2) insufficient materials and equipment. The problems experienced at each of the branches appear those of the program as a whole.

From what has been stated so far, it is possible to justify the contention that a close identification exists between the learner advisor and the central SU administrators. The lower echelon people believe that SU's administrators are trying to get things done in order to keep the program running smoothly, despite confronting difficulties, e.g., finding a method to register SU students for credit.

SU people think the program is growing (I, J, E, N of Q 21). On the other hand, some respondents take a cautious attitude, apprehensive that the program will fail because materials are not always available to students when they need them (comment of H to Q 21), or because the library will sacrifice its distinctive qualities through its entry into the agreement with the City Colleges to offer SU (comment of L to Q 21), or because the students do not know enough about the program, perhaps not enough about what they are getting themselves into (comment of O to Q 21).

How the program is to fit into the general offerings of the City Colleges is not uniformly clear (Q 22). An idea expressed by at least two respondents is to place SU materials and courses on City College campuses, probably in the libraries (K, O, possibly H). Two comments elsewhere share the same vision (Q 22 an MS comment, Q 21 a CA comment). Another concept is to supplement on-campus and TV College offerings (I, M).

Most respondents think the SU central administration share common beliefs about what SU should be doing, but one person observes, "the two institutions [City Colleges and the City Library] naturally have different concerns (Q 23)." The difference in concern is described by one librarian answering Q 21: "The library service is not just a college service. It must give the community person a chance to browse," evidently through the videotapes.

Whether the librarian discerns any implications of taking on the role of learner's advisor is difficult to say. Certainly, the thought is not articulated. Yet these librarians are apparently becoming sensitized to the students' perspective. One librarian commented upon the conclusion of our interview that she was glad to have had training as a teacher in years past, so that she feels capable of coping with the volume of questions and complaints she receives from students or prospective students. The brochure states that the advisor is to help in "study and research," an

obvious instructional function. If the advisor takes this responsibility seriously, as evidently some are endeavoring, he must come to realize that he is not simply a dispenser of tapes but important to the learning process, a facilitator to the student's mastery of the material. The advisor admits that he (or, she) is not only answering routine questions pertaining to the tapes and machines, but is attempting to identify the source of possible problems the students may run into, e.g., lack of study skills (Q 24). At a monthly management meeting of SU people, several learner advisors spoke of the need for how-to-study materials for students at their branches to enhance the prospect of the students' completing courses (see Appendix C-2). Indeed, the concern which the learner advisors apparently have for the students (Q 19 responses), e.g., to the point of desiring to help the student who wants to know what to major in, is typified by the instructor of a class. At the same managerial meeting mentioned above, one librarian was wondering about the failure of a number of students to complete a course given last summer. It was explained to her that one must learn to live with a lower completion rate than one would hope for. If there had been a group of instructors present at this meeting, they would have likely discussed this phenomenon in terms of its being an educational problem for which solutions must be sought.

instructors generally discuss the completion rate of their students as well as the problem of motivating them; and although instructors are familiar with discussing these problems with respect to classroom instruction, their insights and abilities in teaching may be useful even in the conduct of an independent study program.

The main point here is that whatever problems are confronting the administration of SU, it is most unlikely that the librarians could contribute to their solution. For one thing, each librarian advisor is dependent upon central, key people for information. For another, the librarian has rare opportunities to bounce ideas around with the others, usually just the monthly meeting. Finally, the librarian is not familiar with the instructional situation. After all, these people are new to education and its problems. While they have sought how-to-study material for students taking courses at their branches, aids such as the Monarch Study Guides for the CLEP and GED exams, they cannot be familiar with the nature of education from an instructor's point of view, despite the implicit responsibility each of them shares with the central SU administration to facilitate the students' learning experiences.

Characterizing the SU communications network, the wheel is evident, just as it was in administering the TV program. The spokes of the wheel are the advisor librarians or the prison educators who administer the SU program

at their institutions. The pivotal persons at the hub seem to be three, Dr. Cunningham, Mr. Anderson and Miss Reilly. Actually, not all the lower echelon people attend the monthly managerial meeting, for the prison SU staff and the Southwest Campus staff person may find it too difficult to journey the distance involved. While the meetings get the advisors together, the comments of the SU personnel concerning their suggestions to central (Qs 6, 13) indicate that they have little to say, i.e., are making few suggestions indeed, in the realm of policy-making.

The Communications Network of the Plato System within the City Colleges as administered by the LRL

Primarily introduced as an adjunct to classroom instruction, although available for independent learners to use without instructor in some instances, the Plato system is an experimental project of programmed learning under the control of the University of Illinois, Urbana-Champaign. Most programs on the computer system have been devised by the University of Illinois faculty; but the City College faculty have developed more material than any other community college. Students work problems on the machines, usually during one hour a course regularly meets per week, and they can go back to practice and review during open sessions.

A director, officially designed "coordinator," oversees the City Colleges' participation in the project. Under him are 4 site coordinators, 3 on City College campuses, Wright, Kennedy-King and Malcolm X, another at the City College's

vocational skill center, Dawson. The director, Dr. Chris Dimas, and his site coordinators, Messieurs Neapolitan, Yamada, Robinson (acting in that capacity at Dawson Skill Center) and Magidson have been involved in devising course programmed materials for the system or are presently doing so. The site coordinator may have a full-time assistant or a work-study students as part-time help. Questionnaires were sent to some faculty members who have developed Plato material for the City Colleges, and they were invited to participate, if they felt the questions were sufficiently related to their activities, i.e., if they participated in the administrative aspects of the operation, but none accepted the invitation. These persons (a total of 8) were not deemed part of the study. The questionnaires were mailed to them late in any event, because only one of them was mentioned by those interviewed as having contact with the LRL personnel, and because the Educational Testing Service was conducting an evaluation of the system for its instructional merit about the same time the questionnaire was being administered. The questionnaire of this study occasionally became mistakenly confused as part of the ETS' evaluation inquiry, although it was explained to individuals interviewed that this study was not part of ETS'.

Since 3 of the site coordinators have been selected from the ranks of the program developers and have been working on the Plato project for at least two years, devising, gaining feedback, re-working the programs, one would expect that they would be most concerned about the technical "nuts and bolts" aspect of running the Plato system: giving help to those programmers new to the game, sending on adverse comments concerning "bugs" in any program; and of course, seeing to it that the terminals are being utilized to their maximum, if possible. In fact this is what the coordinators report they are doing. There are no more than 20 machines at any one site, to this author's knowledge, so that keeping the machines at capacity is not an inconceivable aim, despite the fact that City College participation in the project is not long. Dr. Dimas was appointed director less than a year ago.

The site coordinators are facing technical problems: inability to use the computer as they think it should be, breakdown in machinery (Q 19). They emphasize the need for making it possible for instructors to develop instructional packages through released time (Qs 6, 13, 20; 25). They believe that the central administration of the Plato system is confronting these same problems plus the added problem of getting enough money to run the operation smoothly (Q 20).

The question of fitting the computer instructional package into existing forms of education extant, primarily

those pertaining to classroom instruction such as audio-visual aids now used, is less agreed upon. Some respondents argue that Plato fits neatly into the traditional format of teaching: "Punch a button and it makes an impression on the student's memory." (Q 21) Others view Plato as an alternative to the classroom methods (Q 21, 22). An instructor who wishes to integrate the computer system into his regular classroom presentation can familiarize himself with the system by taking a graduate level course given by the University of Illinois at his own expense.

The Plato communications network of the LRL staff administering this program is all-channel for some members of the coordinating effort. While Dr. Dimas as coordinator is mentioned most often as the person who is in touch with the others, he is not seen more often by some of the personnel, who see certain coordinators just as often (Q 18). Site coordinators talk with the instructors of their campuses concerning the uses of Plato (Q 11) and give them demonstrations. Coordinators also contact instructors across the country, who are developing their own programs on the terminals. The site coordinator of the Dawson Skill Center, new to the operation, seems outside the communications network entirely, although in close contact with the special assistant to the Vice President of the Center and the Vice President.

Contacting instructors appears to be a significant part of the site coordinators' communications. The site coordinators most often mentioned the college instructors as persons of the area which they are in contact with (Q 11). Only one respondent though it was a problem to work with the instructors (Q 19), for the approach used upon the instructor to get his interest is compatible with the instructor's perspective as classroom teacher. In answering Q 21, some referred to Plato as a "tool"; the faculty and students still set the course's objectives; it is to be an "aide" and "drill" for the student. Succinctly, the Plato system is saleable as a "teaching tool to be used in line with classroom instruction." (Q 22)

The type of problem which the coordinator encounters at his site determines whom he will contact: a technical problem of programming, then any good user of the system; a machine problem, then a service repair agency of the system (not tied to LRL); a personnel problem, then the LRL coordinator, Dr. Dimas. When a problem of making effective use of the machines at a campus was encountered, the coordinator said he solved it himself, without contacting any of the LRL coordinators (Q 6). Accordingly, one wonders how much administrative control the LRL has, or is exercising, in the conduct of the project. The communications network reveals a loosely knit organizational structure with plenty of resources available to the individual site coordinators outside of the domain of the LRL.

Making Contacts for the Future of LRL

Study Unlimited was begun in the last two years and the Plato project under the LRL is also a recent development. The LRL is growing in responsibility and scope. It is reasonable to suppose that the LRL is making contacts which may make possible further growth.

A meeting of the LRL for college librarians and the audio-visual people of the City Colleges was held in late October, 1974, and represents an interest both by the LRL and the librarians to become closer aligned. Discussion at the meeting ranged over equipment problems, particularly the maintenance of videocassettes, establishing an inter-library "bank" of audio-visual materials; copyright problems for LRL tapes. Since SU is a link with the libraries of the City Library system, and the Plato terminals at Wright College are housed in the library, it appears the coming thing for the LRL to explore greater association with the City College libraries.

The persons in attendance, except for some administrators from the central headquarters of the City Colleges, were sent the communications network questionnaire, if they had not already been on the list of persons contacted. Appendix C-1 contains a brief statement of the meeting, and Appendix B records a summary of the 7 respondents' comments.

Drs. Zigerell and Giltrow are the persons of the LRL who appear to have maintained contacts with members of this

"odd-lot" group. Most suggestions are made to Dr. Giltrow (Q 6), who does act upon them (Q 13). Dr. Giltrow is also seen by these respondents more often than others from the LRL (Q 18). Indeed, Dr. Giltrow has made an impression upon some of them to the extent that they believe him responsible for effective communications with the LRL (Q 24).

However, the relationship between the LRL and the college librarians and audio-visual people of the City Colleges has not been clarified in the respondents' minds. Some see that the relationship might establish a "film library" in the future, where LRL course tapes could be permanently housed. Perhaps, Plato and the library could get together, or SU and the library. In any case, if the LRL and these librarians get together in working arrangement to an extent not heretofore realized, the courses offered through the libraries would have to be by means of independent study, as one respondent comments (Q 22).

Overall Analysis of the LRL Administration from a communications viewpoint

1. The coordination efforts have been haphazard. In that TV College has not permitted feedback from the coordinators, that SU does not maintain close contact with the prisons, that one coordinator of the Plato system is virtually isolated from the director and the other coordinators, coordination is in significant need of upgrading.

2. Coordination has been stressed to the point where the personnel below the central administration level of director do not share in the policy-making function of the administration. At best, they express themselves on technical matters, the "nuts-and-bolts" of the operation but not in the policies set up for administering the programs through the LRL. Consequently, it looks as if, consonant with the findings in small group research, these people are not involved, are not committed to the growth of the particular program each is helping to administer to the degree they could be by being encouraged to use their personal initiative in administering the programs locally.

3. The personnel below the central administrative rank in both TV College and SU are acting in the role of mere clerical workers. In the case of TV College, much talent and ability is not being tapped, while with SU it may be that librarians are being asked to do functions better handled by an instructional staff of teachers.

4. There is no visible attempt by the LRL to meld its course offerings with those already given on City College campuses. Because of the lack of coordination with the various Colleges' courses, an unnecessary competition between the LRL offerings and those given on the particular campuses may exist.

. The LRL is not talking with the administrations of these various colleges, and really has isolated itself from the mainstream of instructional operations on the

several campuses, it would seem, despite the apparent need for support from the faculty and administrations to make the LRL programs more effective and more useful.

Implications of the overall analysis of the LRL Administration from a communications viewpoint

The question which is raised by virtue of this analysis is whether the administrative personnel below that of director or coordinator of a program are involved in the program each is administering. In this section, theoretical and empirical justification for saying that they cannot be involved will be provided, and recommendations will be offered to improve the theoretically existent condition.

Involvement in policy-making decisions has been found to be a major factor for personnel's identification with the organization. March summarizes the empirical findings to the effect that workers personally take satisfaction in decisions they help make.

> To particularize further, the more general the supervision, the stronger the tendency of subordinates to identify with the organization; the more participation in making policy decisions, the stronger the tendency of subordinates to identify with the organization... identification is a means of gaining personal status..,[21]

When the wheel form of communication is used, the policy-making power is retained in the hands of the directors and the higher officials of the organization.

As pointed out in the discussion of TV College, group efforts toward resolving problems have the advantage of

enabling the individual of the system to try different ideas on others.

> Social interaction not only provides a correcting mechanism for sifting ideas but also contributes to problem-solving in groups by furnishing social support to individual members...In a group situation... good suggestions are likely to receive the approval of others...Such social approval mitigates anxieties and frees the individual to continue his train of thought.[22]

Here are coordinators, each of whom is essentially isolated from the others, at least to the degree that they are not in daily, weekly and sometimes monthly contact with their superiors, infrequently with one another. This situation, coupled with the lack of decision-making capability of the local coordinators, may probably affect their job performance and their interest in the LRL. It has been found that high peer-group pride and loyalty increases productivity.[23] Blau notes that performance in isolation is less preferable to either competitive or cooperative frequent interactions.

> Competition and cooperation seem to be opposites, but both, nevertheless, apparently improve performance in comparision to what it would be without either kind of social interaction, that is, over the performance of individuals working in isolation.[24]

The point Blau is making is that for company growth, it is important to build peer pride and involvement into the psyches of the lower echelon administrators.

One corrective measure to the existing state of affairs is to use the overlapping of responsibilities technique advocated by Likert. The practice improves communication among those of the various administrative levels and

motivates each worker by means of his contact with another to work harder toward realizing the organization's goals.

> Thus, it appears both from theory and research findings that the closer the interaction-influence system of an organization approaches a multiple overlapping group form of structure and the more effective the groups, the better are the communication, motivation, and other processes of the organization.[25]

Likert describes the highly effective group with overlapping structures as a multiplicity of groups each one represented on the other by a group member having membership in a number of these groups.

> A substantial proportion of persons in a company are members of more than one work group, especially when both line and staff are considered. As a consequence, in such groups there are always linking functions to be performed and relationships to other groups to be maintained. Our highly effective group is not an isolated entity.[26]

By multiple group membership in task oriented groups of the organization, each employee and administrator approaches the problems of the organization from a fresh point of view. He also has greater opportunity to interact with a larger segment of people connected with his situation.

The model of overlapping could be introduced into the administration of the LRL in one of the following ways: (1) The staff for one of the innovative programs could work on another program, too. The site coordinator for SU could become the site coordinator for TV College as well, even for Plato. The coordinator would thus develop

a loyalty to the LRL, rather than to any particular operation within it.

(2) There could be more than one coordinator responsible for any one site. If two persons, whose schedules permit overlapping of the times they are working at a particular site, are equally responsible for what goes on, they may have opportunity for interchange of ideas concerning the program's operations.

(3) Certain members of the LRL staff could be working together to solve a particular problem of the program by means of experimenting at one or two sites. Their innovation could be thereupon fed into the LRL system. In this way, there is overlapping of the creative aspects of similar programs.

Not only does overlapping motivate a staff, but it provides a check upon the communications which a central administrator receives. Downs recommends a check on accuracy through creating duplicate, even triplicate communication networks covering the same activity.

> If A has three subordinates on the B level and he makes each of them partly responsible for a certain function, he introduces an element of competition among them that may improve the accuracy of their reports to him. Each knows that any distortions in his reports may be exposed by the others.[27]

The central administrative top echelon should have contact with the field persons, instead of merely relying upon the reports of the program directors, in any event. Appointing

various staff to task-oriented committees on which sit the top executives of the organization might be a start toward establishing a better communications network than now exists. There are LRL staff at the field locations who have never heard of Dr. Zigerell nor understand the current philosophical commitment of the LRL.

Implications of this study

The problems that seem inherent to the organizational structure of the LRL regarding its communications network have implications for its mission within the City Colleges' system. The internal structure of the LRL would lead one to believe that it is not in position to gain widespread acceptance of its programs from the City Colleges' community, including those who might be in position to advance these programs. Its operations, isolated from the mainstream of the City College educational system, is sympotmatic of its internal problem of worker isolation from the mainstream of policy-making action within the LRL.

The LRL may be encountering faculty resistance to its programs, resistance which could be minimized. Researchers have pointed out, resistance to innovation is a function of

involvement in the innovative program.

> Resistance will be prevented to the degree that the changer helps the changees to develop their own understanding of the need for the change, and an awareness of how they feel about it, and what can be done about those feelings.[28]

But involving its personnel in the decision-making is just what the LRL has seemingly neglected to do. The internal structure bespeaks an organizational philosophy incompatible with involving others.

Nevertheless, the thurst of this paper leaves open the possibility that the LRL may have good reason to launch a separate career independent of the non-technological City Colleges. The LRL has talked about an independent status, an open university serving the "City Colleges as a whole." Particularly, if the mode of innovative instruction is more efficient and economical to run, opening up a separate college within the system, a college with instructors as facilitators and program designers, a college almost entirely "automated," maned by expertly skilled personnel, would parallel the shift in industry to building new, automated plants and passing the savings on to the consumer. That is to say, an electronic education involving independent study could be argued for on the basis of cutting costs in a competitive market. If the classroom education is more expensive, the student as consumer could opt for the less expensive or cheaper. Conceiving of an alternative

education should imply constructing a rationale pertaining to the economics of the innovative program.

In regard to the economics of education, the question which this paper raises is whether educational technology has advanced to the point of providing a substantial saving as to warrant launching its own system, or whether the saving in costs are not so great that it cannot be open to an integrating compromise of its principles.

Confirmation of Non-involvement of City Colleges in the decision-making of the LRL

As a test case of the points and issues brought up in the course of this study, City College presidents and two randomly selected administrators from the central headquarters of the City Colleges, together with prominent administrators who were present at the LRL meeting of October, 1974, were sent the questionnaire of this study.

From the results of this canvass, a pattern of non-involvement is at once visible. The LRL is apparently not pushing an agressive plan of serving the wants and needs of these colleges. The colleges, by the same token, are not being involved in the policy-making aspects of the LRL. In fact, little communication seems evident at the level between the LRL and the several colleges of the system. Particularly, the responses to Q 21 reveal a lack of understanding of the LRL's programs and to Q 22 a lack of

interest (Appendix B, CA responses). Note some of these concerning LRL's service to community and students:

> -It is yet to be defined.
> -I believe it is making a strong attempt to do this--no suggestions.
> -Plato program is at developmental stage...
> -If the SU program is working, it should be expanded...The real problem is to inform and motivate the students...

If the LRL programs are important to the colleges' students, these administrators seem uninformed about their impact.

One response to Q 22 indicates what the respondent thinks the LRL should be doing:

> improve instruction; provide broad in-service [training program for faculty]; determine what services faculty want and will use; gain visibility with faculty and students

Evidently, he is convinced that if improvement through using the LRL innovations is to occur throughout the City College system, then involving the faculty in serious negotiations of compromise is an important step.

Footnotes

1. Eight Years of TV College: A Fourth Report (Chicago: Chicago Public Schools, 1964), p. 25.

2. ibid., p. 25.

3. ibid., p. 30.

4. ibid., pp. 30-31. The initials "LRL" will stand for "Learning Resources Laboratory," when used in this report. Prior to 1972, the LRL was known as TV College.

5. TV College course brochure, Spring, 1967, p. 7.

6. Eight Years...A Fourth Report, p. 9.

7. Figures provided by Institutional Research of the City Colleges.

8. Chicago's TV College: A Fifth Report (Chicago: Learning Resources Laboratory, 1974), p. 9.

9. ibid., p. 10.

10. ibid., p. 20.

11. ibid., p. 11.

12. ibid., p. 28.

13. Master Plan for the City Colleges of Chicago (Sunnyvale, Ca.: Davis MacConnell Ralston, Co., 1974), p. 130.

14. "Q" refers to the question and its responses provided in the Appendixes. Thus, "Q 21" pertains to question number 21 of the questionnaire and its responses.

15. Harold Guetzkow and Herbert A. Simon, "The Impact of Certain Communication Nets Upon Organization and Performance in Task-Oriented Groups," in Albert H. Rubenstein and

Chadwick J. Haberstick, eds., Some Theories of Organization (New York: Dorsey Press, 1960), p. 266.

16. Peter M. Blau and W. Richard Scott, Formal Organizations (San Francisco: Chandler Publishing, 1962), p. 139.

17. Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961), pp. 109-110.

18. ibid., pp. 110-111.

19. For "Study Unlimited," the initials "SU" will sometimes be used.

20. Study Unlimited brochure, 1974, p. 2. In the next few lines, the first quotation given is from page 1 of the brochure; the one following that from page 2.

21. James G. March and Herbert A. Simon, Organizations (New York: Wiley, 1958), p. 75.

22. Blau and Scott, p. 119.

23. Likert, p. 34.

24. Blau and Scott, p. 120.

25. Likert, pp. 184-185.

26. ibid., p. 165.

27. Anthony Downs, Inside Bureaucracy (Boston: Little, Brown; 1967), p. 119.

28. Alvin Zander," Resistance to Change: Its Analysis and Prevention," in Warren G. Bennis, Kenneth D. Burne, and Robert Chin, eds., The Planning of Change (New York: Holt, Rinehart and Winston, 1961), p. 546.

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Appendix A: The Communications Network Questionnaire

Factors of the communcations process which went into the construction of this questionnaire were taken from a number of different sources, but primarily from the following:

(1) R. F. Bales, Interaction Process Analysis.

(2) Robert Albrook, "Participative Management: Time for a Second Look," in Readings in Management Strategy and Tactics, edited by John G. Hutchinson.

(3) Tom Burns, "The Comparative Study of Organizations," in Methods of Organizational Research, edited by Victor H. Vroom.

Because the questionnaire was administered to personnel who tend to identify with the program of the LRL rather than the LRL, an explanation accompanied the questionnaire of the relation between the program and the LRL. Despite this, some respondents claimed that certain questions were not applicable to their situation, and in such cases, an "X" was recorded, and appears in the accompanying data of the other appendixes.

Question #8 is not so identified on the questionnaire form. It appears as a part of question #7. Question #8 begins "Communication content passed on..."

For multiple choice questions, simply circle your response.

Questionnaire concerning communication networks of the Learning Resources Laboratory (LRL), City Colleges of Chicago

1. What are your functions which pertain to the LRL?

_____

_____

2. To whom do you report concerning these functions?

Function: Person reported to:

_____

_____

3. Who gives you in-put about the LRL operations but is not connected with it? a) students, City College staff and faculty, the community; b) students enrolled in an LRL service program or course; c) City College faculty only; d) a combination of some but not all of those listed in "a"

4. How often does the LRL administration unit share information about their activities with you? a) twice a week on the average; b) once a week; c) once a month; d) once or twice a semester but not more often

5. When information is conveyed to you from the LRL, how often does it lead to your providing suggestions, giving opinions to the LRL staff who initiated the information? a) once a week; b) once a month; c) once or twice a semester but not more often; d) less than the responses offered "a-c"

6. Can you think of an instance in the past month in which you responded to information from the LRL by making a suggestion or giving an opinion to the LRL? Please cite.

Information content: _____

Person contacted: _____

7. In the past 6 months, how often have you passed on to someone at the central headquarters of the LRL communication you have received from people around you? a) 0; b) 1-2 times; c) 3-4 times; d) more than 4 times

Communication content passed on: _____

_____

Received from: _____

Directed to: _____

9. In the past 6 months, when you have received communications from the LRL, how often have you asked for help or clarification in understanding it? a) 0; b) 1-2 times; c) 3-4 times; d) more than 4 times

10. Can you think of an instance in the past 6 months in which you have asked for clarification of a communication? Please specify the source of the communication and the person from whom clarification was sought.

Originator of communication: _____

Person from whom clarification was sought: _____

11. With whom do you share communications from LRL sources?

	Person shared with:	Purpose for sharing:
a.		
b.		
c.		
d.		

12. In the past 6 months, how often are your communications acted upon by the LRL administration, when you provide information or suggestions, etc.? a) 0; b) 1-2 times; c) 3-4 times; d) over 4 times

13. Can you think of an instance in the past 6 months when the LRL has acted upon your communications? Please specify.

Person who has acted upon your communication: _____

Nature of the communication: _____

14. With whom do you talk most within the LRL? Cite as many as 3 persons or groups, including secretaries.

	Person	Function of person
a.		
b.		
c.		

15. How do you learn most about the workings and activities of the LRL? a) phone; b) memos; c) visits; d) grapevine

16. How accurate is your information from the source selected in #15? a) very accurate; b) usually accurate; c) sometimes accurate; d) rarely accurate (choose the answer which is best)

17. How often do you see any person connected with the LRL? a) daily; b) weekly; c) monthly; d) at least once a semester

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18. Whom have you seen in the last 3 months who is connected with the LRL?

	Person:	Purpose:	Frequency:
a.			
b.			
c.			

19. What important problems do you confront in your working with the LRL?

20. What important problems does the LRL share with you which it must confront in doing its job?

21. How should the LRL "service" the community and the students?

22. How should the LRL be a "service" to the City Colleges of Chicago?

23. Do you think the central administration of the LRL (or, those above it) understand "service" in the same way as you do?

_____

_____

24. Kindly relate an incident of effective communication you have had with the LRL:

_____

_____

_____

_____

25. Please relate an incident of ineffective communication you have had with the LRL:

_____

_____

_____

Thanks for your participation in this study. As you know, a study of this kind can be useful only if there are respondents, people willing to take the time and go to the trouble of filling out the questionnaire.

Dr. John Oastler
Administrative Intern for the
LRL

Appendix B: Summary of Responses

Compiled in summary fashion are the responses from the following groups: TV, for TV College Coordinators' responses, SU, for Study Unlimited personnel responses, PL, for Plato Coordinators' responses, including those of the director and an assistant coordinator, MS, for miscellaneous respondents' returns, and CA, for the presidents' and central administrators' respondents. The number of respondents per group are

TV-7 respondents
SU-11 respondents
PL-6 respondents
MS-7 respondents
CA-7 respondents
38 respondents total*

On occasion, a respondent's reply is identified by letter. Uniformly, the respondent has been assigned the same letter identification, so that "A" identified as a response to, say question #22, is the same person as recorded "A" elsewhere amid the responses.

In parenthesis following a response or tally, the number of respondents in the group giving about the same reply is noted, when the number is more than one. A "-" symbol preceeding a response indicates that the respondent's reply is summarized.

Sometimes, the respondent choose to register a different answer than those provided by the multiple choice categories. If so, his own response is noted.

*Some persons act in more than one capacity for the LRL. A respondent is delineated by the capacity an individual acts on behalf of the LRL.

If a respondent felt the question did not apply to him or did not pertain to his situation, an "X" has been recorded.

Coordinators F and G of this summary are administrators acting in the capacity of TV College coordinator, and coordinators A through E are on City College campuses.

More than one answer was permitted to multiple choice questions.

The 6 college presidents were invited to reply to the questionnaire, and 2 randomly selected from the central administration, each of whom was deemed unlikely to have direct contact with the LRL operations. In addition, any administrator at the vice president level who had not been contacted by virtue of being identified as a person involved in LRL operations, but nonetheless attended a LRL meeting on Educational Technology held at Kennedy-King College on October 24, 1974, was sent the questionnaire. None in this group were interviewed.

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1. <u>functions identified</u>

TV: TV coordinator (5); supervisor; registrar

SU: SU coordinator (2); registrar for SU students; adult education specialist; counselor; learner advisor; in charge of registering, counselling students; director; supervisor; branch librarian

PL: coordinator; site coordinator (4); lab assistant

MS: Plato operations, TV registration, proposed involvement with SU; not defined; registration of students and give exams; chairman, dept. of learning resources at the college; functions are indirect; acquiring TV College videocassettes and viewing equipment for your students

CA: personnel appointment function; responsible for staff on the campus; VP for faculty and instruction; president (3)

2. report to

TV: president of college (2); business office; secretary of the central LRL office (3); director of the prison; a board of education at the state capital; Dean of TV College; Associate Dean

SU: secretaries at central office of LRL; central administration; Director of SU (4); Dean of LRL; Adult Ed. Specialist; Media Center branch librarian; Library liaison, Ms. Reilly; branch librarian

PL: Dean of LRL; site coordinator; coordinator of PL (4); special assistant to the VP of the college

MS: president of college (2); VP of college; library director; Associate Dean of LRL and Dean of LRL; TV College, secretaries of LRL; X

CA: chancellor; executive vice chancellor; president of college (2); Dean of LRL; Director of SU

3. providing information about LRL but not connected with it

TV: students in courses of TV College; no one (4); X (2)

SU: students, staff and faculty and community, library people (5); students of the courses (2); combination (2); nobody

PL: students, staff, faculty; in constant touch with the network of other Plato users (5); none

MS: students of LRL (3); combination (2)

CA: students, staff, faculty, community (3); combination including advisory committee; Vice Chancellor and Dean of LRL

4. LRL's sharing information with workers

TV: twice a week (2); once a week; once or twice a semester (2) less often than once a semester; at no time (2)

SU: twice a week (6); once a month (3); once or twice a semester (2)

PL: twice a week (4); once a week

MS: once a month (3); once or twice a semester (2); no direct communication

CA: once a month (4); once or twice a semester (2); X

5. staff's making suggestions

TV: once a week; once a month; once or twice a semester (2); less often than once a semester; never (2)

SU: once a week (5); once a month (3); less than once a semester (2)

PL: once a week (4); once a month; as often as I need

MS: once a month (2); once or twice a semester (4)

CA: once a month (3); once or twice a semester (2); varies, when appropriate and necessary

6. instance of giving suggestion

TV: -suggested time for instructor to visit our prison, acted upon by secretary of LRL
-registration confirmation
X (5)

SU: -useless
-I sent to Dr. Cunningham a recommendation about handling a personality problem connected with staffing.
-I suggested topics to be discussed at student meetings and sent them along to the Adult Ed. Specialist.
-I made suggestions about completion rates, helping students complete the GED or use CLEP by using study outline books sent along to Adult Ed. Specialist.
-I suggested a topic for an upcoming management meeting to Director of SU.

PL: -suggested at a meeting that we find out what courses should be developed by doing an evaluation of student success records
-recommendations for instructors' released time
-my opinion of site usage, having more students and bringing in instructors new to the program. Showing how more use of the terminals is possible. Special assistant to VP of College contacted.
-passed on to Coordinator of PL information regarding test sequences on Plato
-give people suggestions on CERL network about programming whether or not connected with LRL. To Coordinator of PL I suggested releasing a person for working on Plato.
X

MS: -contacted Dr. Giltrow about planning committees
-contacted Dr. Giltrow about proposed meeting of the LRL committee
-contacted Vice Chancellor et al., about meeting at Kennedy-King, 10/24/74
-contacted Giltrow about study of media cooperation
-contacted Dean of LRL about excluding Loop College from 2500 mgh program

CA:-improving registration in SU contacted Director of SU
-registration for TV College and SU contacted Dean of LRL
-about SU contacted Dean of LRL
-inservice courses discussed with Dean of LRL
-hiring director for Plato, heavy use of Plato, conversation on the overseas program with Dean of LRL
-LRL meeting on instructional technology

7. passing on communication from people in the area to LRL central in last 6 months

TV: at no time (2); once or twice (2); three or four times; more than four times (2)

SU: at no time (3); more than 4 times (6)

PL: more than 4 times (5)

MS: at no time (2); once or twice (2); 3 or 4 times (2)

CA: at no time (2); once or twice (3); 3 or 4 times; more often than 4 times

8. Question #8 is not so identified on the questionnaire, but begins with "Communication content passed on (in the last 6 months" and is meant to prompt a response of giving an instance.

TV: -After contacting the Associate Dean of LRL, they agreed to register prisoners through Wright College.
-students' feelings about what they need in order to take a course
-Students tell that they can't get the materials such as study guides for Psychology 201.
-Looking at tentative testing schedule, someone discovered a need to make a change and I contacted the secretaries at central.
X (2)

SU:-passed on a request for how-to-study tapes received from a learner advisor sent on to director of SU.
-questions from students and learner advisors about instruction materials needed and registration policies sent on to Adult Ed. Specialist.
-complaints from students that on a mid-term exam in a course they were taking too much was covered that was not part of the course material, sent on to media librarian of the center
-inquiries from students sent on to Ms. Reilly, Library Liaison, who ordered the series for use in the library
-inquiries from students interested in registering passed on to director of SU
-efforts to get more staff here

PL:-questions regarding an instructor's desire to receive released time passed on to Dean of LRL
-student's using and instructor overseeing class, saw problems with language arts course passed on comments to PL Coordinator
-feedback on changing lessons sent to CERL. Scheduling, keeping course recrods information sent on to other coordinators.
-The success statements of the instructors on campus using Plato sent to special assistant to VP of college.
-Complaints received from English instructors using program sent on to PL coordinator
X

MS: -newsletter information on learning resources center of college sent to Dr. Giltrow
-authorization to pick up TV monitor and playback unit for SU received from SU
-teachers of the college needed a loan of videocassette player and Business 131 programs passed on to SU director

CA: -personnel information received from Dean of LRL and Associate Dean, directed to Vice Chancellor and I recorded it
-It's difficult to recall. You should remember that Plato equipment here is less than a year old.
-staffing received from chairman of Plato staff directed to LRL Dean and PL coordinator
X

9. <u>asking for clarification of communications received from LRL during last 6 months</u>

TV: at no time (6)

SU: at no time (5); once or twice (2); 3 or 4 times; more than 4 times (4)

PL: at no time (2); 3 or 4 times (3); more than 4 times

MS: at no time; once or twice (4); more than 4 times

CA: at no time (4); once or twice (2); more than 4 times

10. -asked clarification of coding in brochure from people at my college
X (6)

SU:-clarification about memo from SU director sought from source
methods for registering SU students
-asked SU director about program possibilities at Malcolm X College
-asked Adult Ed. Specialist about something he said
-tried to help student by asking SU director about the Social Science 100 course
-SU director to SU director

MS: -Coordinator of PL clarified his communication about Plato
-Director of SU clarified something for me.
-Dean of LRL sent out a book list and I contacted a clerical worker of the LRL about it.
X

CA: -asked Dean of LRL, Associate Dean for clarification
-communication is usually oral and self-validating
X

11. sharing communication from LRL sources

TV: warden; president to let him know the job is being done (2); registrar (5); operations office; security office; counselling department (2); faculty memos concerning proctoring (3); dean of personnel; supervisors of the college building; dean of personnel; supervisors of the college building; vocational people of the prison's instructional staff; director of education of the prison; admissions office

SU: VP of Loop College; registrar of the college; office personnel at LRL central; library staff when relevant to the libraries; students in the area (2); a branch librarian (7); SU counselor; work-study students of the branch library working for SU: Director of SU; warden; director of education at the prison; vocational instructors of the prison; inmates of the prison

PL: Educational Testing Service (2); CERL instructors using the program across state, nation; director of learning center (2); ass't director of Malcolm X Learning Center; ass't site coordinator, Kennedy-King; site coordinator, Kennedy-King (2); assistant coordinators; assistant to the VP, Dawson Skill Center; work study people of the site at Malcolm X; site coordinator at Malcolm X; site coordinator at Wilbur Wright College

MS: TV technician, Al Kagan (2); TV technician, Ken Johnson (2); Loop College library supervisor; assistant director of LRC, Malcolm X; librarian, Southwest Campus; Dean of Academic Services of the College, Dr. Duke; AV college librarians at Mayfair College; VP in charge of faculty of college; teachers and students; AV director at Loop College

CA: Loop College VP; Loop College, Dean Martin; Dean of LRL; Associate Dean of LRL; Plato authors Robinson and Gwen; appropriate personnel, chairpersons, other administrators for implementation; VP for instructional services; VP; head librarian

12. LRL acts on communications of respondent, in last 6 mos.

TV: never (3); 3 or 4 times (2); over 4 times (2)

SU: never; once or twice (3); 3 or 4 times; more than 4 times (6)

PL: once or twice; more than 4 times (5)

MS: once or twice (5); 3 or 4 times

CA: once or twice (3); 3 or 4 times; more than 4 times

13. instance of #12

TV: -secretaries (4): 2 of these mentioned, in order to make corrections of dates in brochure
X

SU: -Director of SU has acted upon registration procedures' suggestion.
-Director of SU has set up a position of learner advising for math courses per suggestion.
-Adult Ed. Specialist has acted to set up course evaluation by students per suggestion.
-Adult Ed. Specialist was able to get me a math tutor for the center.
-Adult Ed. Specialist got a study guide for use on the GED program per suggestion.
-Books were bought and posters put up per suggestion.
-Director of SU acted to schedule topic for management meetings per suggestion.
-Tapes were delivered by Mack per request.
-Equipment for program was purchased during July through September per suggestion.

PL: -Vice Chancellor decided to hire faculty to critique lessons per suggestion.
-Kennedy-King Site Coordinator has put up more copies of the site usage schedule around the area.
-Suggested to VP's special assistant of Dawson Center that more classes could be given and it worked out.
-I needed help in manning the site, and Coordinator of PL got work-study students for the site.
-Recommendations about faculty released time acted upon by Coordinator of PL
-Instructor freeing-up acted upon by Coordinator of PL

MS: -planning committees acted upon by Dr. Giltrow
-Dr. Giltrow acted by organizing LRL committee conference
-Director of SU got the TV business programs to me.
-to purchase books
-made suggestions to Dean of LRL and Dave Giltrow concerning 2500 mgh antenna for Loop College

CA: -Associate Dean acted in the area of personnel.
-Dean of LRL concerning in-service courses
-Coordinator of PL acted on organization and staffing of Plato. We went back and forth between Coordinator of PL and Vice Chancellor in lining up a Plato lab director.
-Dean of LRL about TV College
X

14. Staff, related personnel's communication lines with central, LRL people

TV: secretaries of LRL (7); Associate Dean of LRL (2); Dean of LRL

SU: Director of SU (11); Adult Ed. Specialist (7); SU registration clerk (4); Mack, who runs the tapes around (2); 2 learner advisors at Portage branch; media branch librarian; Jane Reilly, Library liasion; exam proctor

PL: Dean of LRL; David Giltrow; Associate Dean of LRL; Ass't to VP of Dawson Skill Center; VP of the Skill Center; TV teacher; site coordinator at Wilbur Wright (3); site coordinator at Malcolm X (3); site coordinator at Dawson Skill Center; site coordinator at Kennedy-King; Coordinator of PL (5)

MS: Director of SU; Associate Dean of LRL (2); Dr. Giltrow (3); Coordinator of PL; Dean of LRL (4); Lois, an LRL central secretary; Ida, an LRL central secretary; SU counselor, Sally Anderson; SU counselor Dwight Chapman; Margaret, an LRL central secretary (2)

CA: Dean of LRL (7); Associate Dean of LRL; Dr. Giltrow; Coordinator of PL; Director of SU

15. what the respondent relies upon as method of communication about LRL

TV: phone; memos (6); visits (2)

SU: phone (5); memos (6); visits (7)

PL: phone (3); visits (4); books on Plato system

MS: phone (4); memos (4); visits (2); grapevine (2)

CA: phone (3); memos (3), one said, at management meetings; visits (2), one said, when in vicinity of City College Central

16. accuracy of methods of communication from LRL

TV: very accurate (3); usually accurate (4)

SU: very accurate (5); usually accurate (2)

PL: very accurate (4); usually accurate; sometimes accurate

MS: very accurate (2); usually accurate (5)

CA: very accurate (3); usually accurate (4)

17. how often the respondent sees somebody connected with LRL staff

TV: weekly; once a semester or so (3); never (3)

SU: daily (4); weekly (2); monthly (2); once a semester or so

PL: daily (3); weekly (2)

MS: montly; once a semester or so (3)

CA: daily; weekly (2); monthly (3); once a semester or so

18. who is seen from the LRL within a three-month period

TV: associate dean of LRL, once; no one (4); X (2)

SU: Director of SU (6), one said, about every 2 weeks, another said, at the monthly meetings; librarians of the branches every 2 weeks to counsel students; Adult Ed. Specialist about every 2 weeks; Joe, SU counselor, weekly; Jane Reilly, Library Liaison (6), 4 respondents said, once a month, 2 respondents reported every 2 weeks; Gary, SU counselor, every two weeks to counsel students (2); 2 branch librarians involved in SU at Portage library; everybody at the monthly management meetings; a branch librarian at Whitney library

PL: see people at meetings; site coordinator at Kennedy-King (2); Director of PL (5), various times reported--once a month, once a week or every other week, once every three months, once a week; site coordinator of Malcolm X (2); 2 site assistants daily; Elise, PL programmer in English; Wilbur Wright site coordinator (2); site coordinator at Dawson

MS: Dr. Giltrow (5); Coordinator of PL; Dean of LRL (3); Associate Dean of LRL (2); Bob, TV technician

CA: Associate Dean, LRL; Director of SU; Dean of LRL (4); Margaret, master learner; Plato authors down the hall; site coordinator of Wilbur Wright in PL; staff in Plato's lab at Dawson Skill, Margaret, TV registrar at Central

19. problems respondent faces in working with LSL--respondent identified by letter occasionally

TV: A-breakdown in communications with LSL central; lack of in-put on planning, curriculum, what is offered. No student, faculty in-put.

B-getting materials, study guides, etc. Having the LSL pick up their past materials, brochures, etc. laying around here.

C-none outstanding. We don't want special dates for TV registration.

D-Registration, books; we're not organized to handle it.

E-getting materials in sufficient quantities. I have to placate the students while they lack the texts of the course. Course reports and advising problems.

F-I need more books.

G-scheduling problems for students to take the courses

SU: H-getting enough materials for students

I-registration of SU students

J-I am trying to figure out an efficient way to deliver counselling support; also, trying to develop the learner advisor's role of helping students.

K-prompt return of student assignments in various courses, probably the fault of the instructors

L-People lose their inspiration, don't come regularly. Students want to know what to major in. They want me to tell them what to do.

M-space and lack of steady help and the pressures which students feel

N-maintenance of the machines. Students don't follow their appointment schedules, and I must contact them.

O-getting students and keeping them. Staff problem--no one is here during the day to manage the desk.

P-more tapes, more books needed

Q-staffing problem here

PL: -development of learning material efficient and effective; how to bring about changes of attitudes with people, including faculty, in order to develop the learning material

-rudimentary stage of the machine's development

-lack of computer memory, insufficient allocation of spaces on computer

-repair lag of the machines

-technical problems: machines break down, lack of replacement parts. Too much time is spent on paper work, would like to devote time to programming

-scheduling usage of terminal, maintenance, lesson storage, space on computer

MS:-lack of videocassette receivers for students; inability to make arrangements to compensate Loop staff for work done for LRL
-facilitate communication
-We do not have Plato or SU at the campus. We only provide books for TV College students.
-lack of continuous communication, which is improving with the introduction of more frequent meetings
-personnel problems caused by Loop AV personnel performing LRL functions; complaint by Loop faculty that AV personnel are behind in work for them because of LRL
X

CA:-nothing we haven't been able to work out
-relatively little direct contact with LRL
-I assume all problems are important. When they do arise, I contact various parties including U of Illinois, Champaign
-staffing TV and Plato operations

20. LRL's problems it shares with respondent

TV:-They are caught up with too much moving. They are trying to prevent mis-registering of their students.
-I don't know of any. They tell us what they want.
none (4)

SU:-delivery of tapes and types of courses to be given. Their budget is limited.
-how the SU students are being registered
-lack of completion, problem of tracking students, working with learner advisors
-student motivation and achievement
-motivation problem of students; also want more students
-dealing with teachers in order to get tests back; hardware, money problems, problems with staffing
-I hear about the problems the other branches are having at the meetings.
X (3)

FL: -development of learning materials which meet predetermined objectives
- hardware problems
-lesson writing and student usage problems
-better lesson development
-money worries
-money problems for freeing up people

MS:-facilitate communication
-lack of funds for duplication of TV programs
-complete understanding of the above problems by Dean of LRL and other LRL; and sincere attempts to solve them (they almost always do!)

CA:-Authors bring a variety of concerns and problems for my guidance.
-awareness of the needs of the college
-staffing, scheduling
-making maximum use of TV, Plato and SU
-how to register students
X (2)

21. LRL's serving the community, respondents occasionally identified by letter assigned to answer of question #19

TV: A-There should be meetings with the coordinators who are in direct contact with the students. The coordinators are an answering service for the LRL to the students who have questions and problems.

B-The LRL should go to individualized programmed instruction. It has a function to produce the educational software.

C-The LRL is providing service through its TV courses. I would like to see regularity in its program curriculum, but it should offer the general education courses when classes close on campus.

D-TV College is doing o.k. It provides the opportunity of study to those who can't go on campus.

E-TV College should provide a greater awareness of the courses its offers.

F-They do service community and students.

G-The LRL should add to the telecasts especially to the first lecture how to use the material of the course, and they should offer an English composition course.

SU: H-The materials should be delivered to the bookstore and the center before the classes begin. Give the student a chance.

I-The SU should continue to provide an outreach to students who find it neither possible nor feasible to study in the conventional manner or by seeking additional educational resources.

J-By expanding services to a large number of students, more sites, more counselling of students

K-By establishing more library SU centers, more courses, and by disseminating the information about the program to the public effectively

L-Be available--don't have studentds do more than they want; don't impose any more service than they need or desire. The library service is not just a college service. It must give the community person a chance to browse.

M-SU should help them get the degree, or if they want personal enrichment, then to enable them to develop themselves.

N-Get courses on the graduate level. We're serving the community but we need better facilities, more students, more subjects on every level.

O-Serve on a regular basis. There are no regular times set for the student to drop in. Give students information about the program.

P-They do service the community and the students.

Q-By providing adequate staff. Counselling services, o.k.

PL: -providing alternatives to traditional classroom instruction to include time, mode of learning andproduce materials that can help students accomplish goals he and the faculty think worthwhile

-by providing assistant instruction as an aide to the instructor; better than just reading off a page; punch a button and it makes an impression on the student's memory.

-It's doing a fine job.

-an effective teaching tool, it should have tie-in to the existing programs of the LRL, including SU

-Students in the long run should be able to use Plato lessons at any time; each should be able to do his lesson no matter what lesson is being taken at the next chair. More course offerings on Plato as an alternative educational system.

-by providing them with academic drill and practice they need. It should offer vocational instruction as well.

MS: -This is the objective of the proposed planning committees.

-LRL should provide a bank of videotapes that are being offered by TV College ach term and corresponding equipment to play them

-introduction of a core collection of educational films for use on all campuses; coordination of data and statistics; equipment pool for emergency borrowing; informing community about some areas of LRL activities pertinent to the community needs

-more courses and air time

X

CA: -It is yet to be defined.

-It is doing a fine job.

-alternate delivery system for education

-I believe it is making a strong attempt to do this--no suggestions.

-Plato program is at developmental stage. It should aid students to gain needed information.

-If the SU program is working, it should be expanded to more areas. The real problem is to inform and motivate the students (and potential students) to use TV and SU.

22. LRL as service to City Colleges, respondents occasionally identified by letter assigned to answer of question #19

TV: A-The LRL should show more involvement in what the City Colleges want. They should sell the faculty on the importance of enrolling in an LRL course. Faculty's on-campus-courses should go first, then the courses offered by the LRL, when the campus courses are filled.

B-It should work with the faculty on programmed instruction strategies.

C-They are the City Colleges. They don't need to service us, but the community, by giving courses at times convenient to students.

D-The LRL needs to do public advertising to work with the community better. The state has cut back on funding courses over the mass media. The City Colleges must pick up the tab.

E-The LRL should involve the local colleges in what should be offered, how to offer it; when to offer. It should touch base with the campuses to tell us what courses it has offered successfully.

X (2)

SU: H-Please offer what has been successful.

I-Enhance and supplement educational offerings of the various colleges.

J-By facilitating in the City College system the transfer of non-traditional students into the college programs.

K-By establishing SU centers at the colleges; by coordinating counselling of students who need the services of both the LRL and the City Colleges

L-Service for students to give them a chance to catch up on the things they have missed, needs they cannot otherwise fulfill. SU is serving another segment of the community that the City Colleges can't do through their structures.

M-We service the student in that if they can't get in the course, or if they miss a TV course, they come here.

O-service by offering courses to City College students

Q-They do serve them already.

PL:-LRL should be providing alternatives to traditional classroom instruction and producing materials that can help students accomplish educational goals.

-It improves the material the student is learning; helps with the retention rate.

-by providing motivation and subject areas to meet student needs; and by hiring personnel to work the centers

-for students' use in class and out of classroom

-a teaching tool to be used in line with classroom instruction

-providing its students with meaningful lessons

MS: -This is the object of the proposed planning committees.
-more leadership in promoting innovation in instruction; request more funds to central administration and funding agencies to provide better service on each campus of CCC
-by independent study: I assume we will have Plato instruction and SU soon
-extend the variety of service now provided; centralized film library with daily delivery; centralized repair service

CA: -just keep on
-as a support unit
-improve instruction; provide broad in-service program; determine what services faculty want and will use; gain visibility with faculty and students
-Plato to be as it is

23. Does LRL understand "service" in way respondent does?

TV: yes (4); one respondent said it could be better if it broadened services; another said the LRL is an absolutely efficient operation; another noted that the LRL is especially aware that the students can't take any more failing experiences in their education; another claimed the LRL's objectives were clear.
no (3); one respondent detailed his own conception of using technological equipment and advisory committees from the community.

SU: Yes (7)
No (2)
-We're here working at understanding. The two institutions naturally have different concerns.

PL: Yes (3)
No
-To a certain extent, not quite as far as self-directed philosophy. The student should learn what he needs at the moment.

MS: Yes (3)
-I am not sure.

CA: Yes (2)
-Probably not.
-Unknown
-Possibly
-I think it's about the same. There is always a lessening of "reality" the farther one gets from "peons."

24. incident of effective communication with LRL

TV: -effective communication in getting tests, in getting students registered (4)
-in delivering materials (2)

SU: -Delivery of tapes on time is the most significant incident.
-We had a meeting between SU staff and our college registration staff to develop procedures for registering SU students for credit.
-I suggested using a questionnaire to SU students to determine study areas where the students needed help in learning. It was sent out.
-how to study to properly take the course
-the need for increased counselling services, which led to the hiring of the Adult Ed. Specialist
-public relations work in the community by SU administration, speaking to our local groups

PL: -using instructional technological applications: hardware and software
-Plato has been effective; it creates a positive effect on students toward learning. Memo about pay raise of a site coordinator acted upon by Vice Chancellor was effective communication.
-Special assistant to VP of Dawson Skill Center helped to put students into an English class while it was still in session.
-English people are fixing up the curricular program. Good that we are getting personnel help
-Lesson spaces in the U of Illinois system due to the efforts of the PL coordinator
-Freeing-up people to work with Plato

MS: -telephone and personal communications with Dr. Giltrow
-Last summer or the latter part of the Spring Semester, I suggested to Dr. Giltrow the need for a "get together" of the persons involved in LRC on each campus. As a result of this, the LRL committee was formed this Fall.
-loaning videocassette player to our library for classroom use
-discussion of Dr. Giltrow's study with him; meeting of LRC people with LRL people last month
-Associate Dean of LRL to me regarding the psychology course tape numbering system

CA: -recent meetings of staff
-personnel
-Limited communication has been satisfactory...I do not have the time to really catalogue the above.
-organization of Plato lab; arrangements of testing program evaluating Plato experimentation; use of Wright College staff for TV College
-I've had no trouble communication with Dean of LRL on any matter.
X

25. incident of ineffective communication with LRL

TV: -There hasn't been good communication since they cut out TV coordinator meetings 2 or 3 years ago.
-not good about getting materials on time, getting information to the students when the books are back in the bookstores
X (4)

SU: -typing not always done correctly
-My back pay still hasn't been paid.
-poor record keepin in that folders of students are kept at Central, not at the branches
-Sometimes I think they probably think I'm saying too much to them.
-Tried to straighten out a student's problem related to a grade but got no answer
-some materials, textbooks, have not come in despite repeated requests
X (4)

PL: -Hiring problem existed for 3 months.
X (3)

MS: -For the past 2 years, our college was "promised" several times that Plato terminals will be installed on our campus. It seems that our communication of the need for this kind of medium of instruction was not effective. We have about 10 or more instructors trained to use Plato but don't have the terminals.
X (3)

CA: -There is some lack of clarity in the administration of the Plato program. The roles of coordinator, Vice Chancellor and Dean of LRL are not clear. My impression is that the Vice Chancellor is administering the grant which provides for in-service training for our teachers in Plato, and he is outside the LRL.

Appendix C: Summaries of Meetings related to doing this study

C-1. Summary of LRL meeting on Educational Technology held at Kennedy-King College on October 24, 1974.

Of the approximately 25 persons in attendance, about 17 were connected with the libraries of the City Colkeges, e.g., audio-visual librarians.

Topics included discussion of using copyrighted material over public broadcast, the ownership of program material made for use on Plato developed by City College faculty, and equipment repair of video machines.

C-2. Summary of SU management meeting, November 22nd, 1974 at the LRL central administrative offices. Learner advisors from the libraries, the counselors of SU, Miss Reilly and Dr. Cunningham were in attendance.

Dr. Cunningham opened the meeting and gave a short lecture on the federal government's support of adult education projects through the years. Reports from the library sites about enrollment and comments about their activities were then heard. One librarian mentioned she was concerned about the drop-out rate of the students at her site. She was told to expect a number to fail to complete the courses. Mention was made of the former director, Sandy, who is due to return shortly.

Discussion then moved to a proposal advanced by Jim Anderson, Adult Education Specialist, to introduce how-to-study materials at the library sites in response to student requests and learner advisors' concerns over drop-outs. Primarily, the counselors and Miss Reilly and Dr. Cunningham discussed what should be done with Mr. Anderson.

C-3 Summary of Metropolitan Consortium Meeting at University of Illinois, Chicago Circle, December 4th, 1974. Representing the City Colleges was Dr. David Giltrow.

One topic pertained to the interest this new consortium has in cooperative arrangements among their several institutions. Another topic, the money the consortium is requesting from the Illinois Board of Higher Education to establish an educational channel in the area. A major topic of interest, the agreement which the presidents of the participating institutions are to sign to officially establish the consortium.

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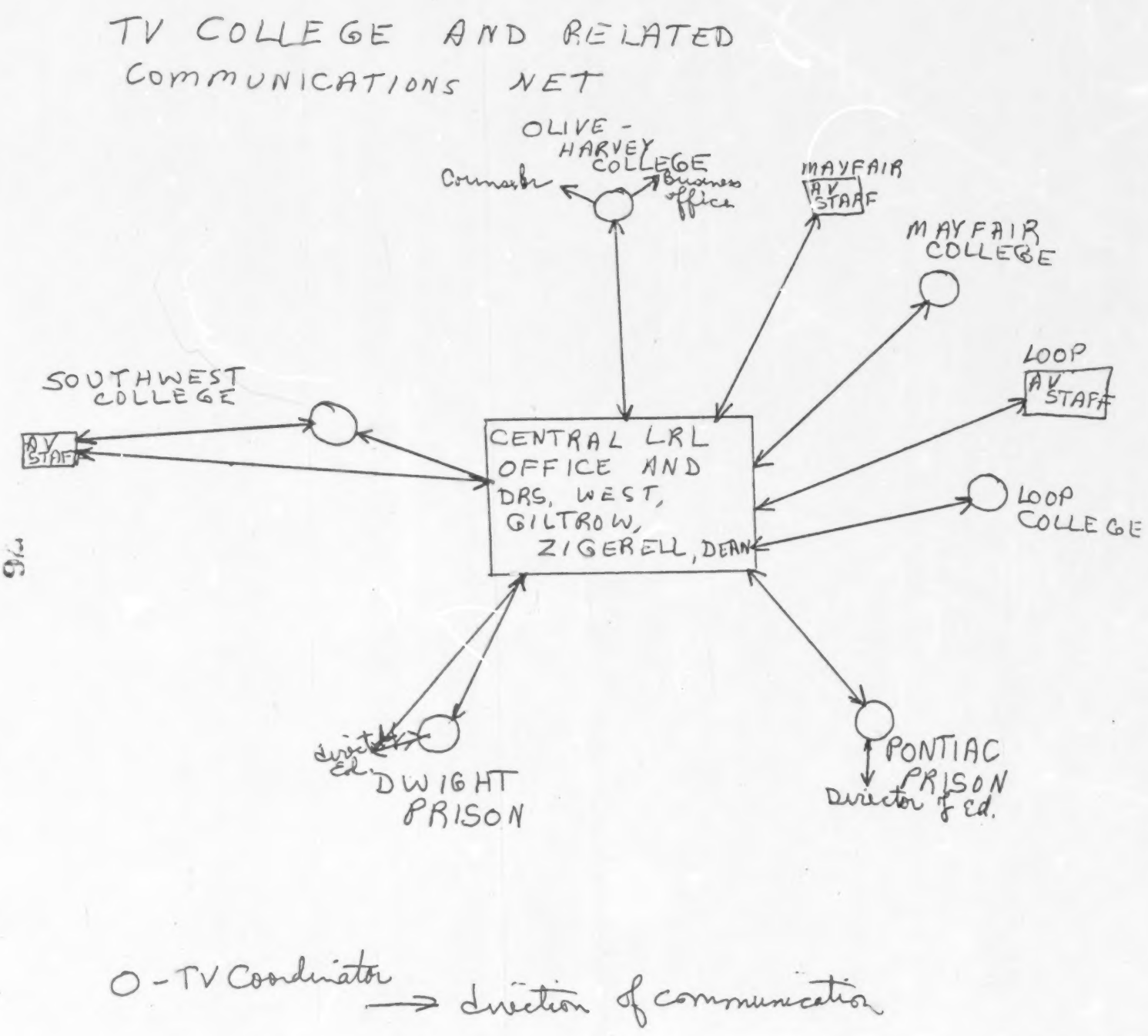

Appendix **D**: Diagrams of Communications Network of LRL administrative personnel, an approximation.

STUDY UNLIMITED
COMMUNICATIONS NET
APPROXIMATION

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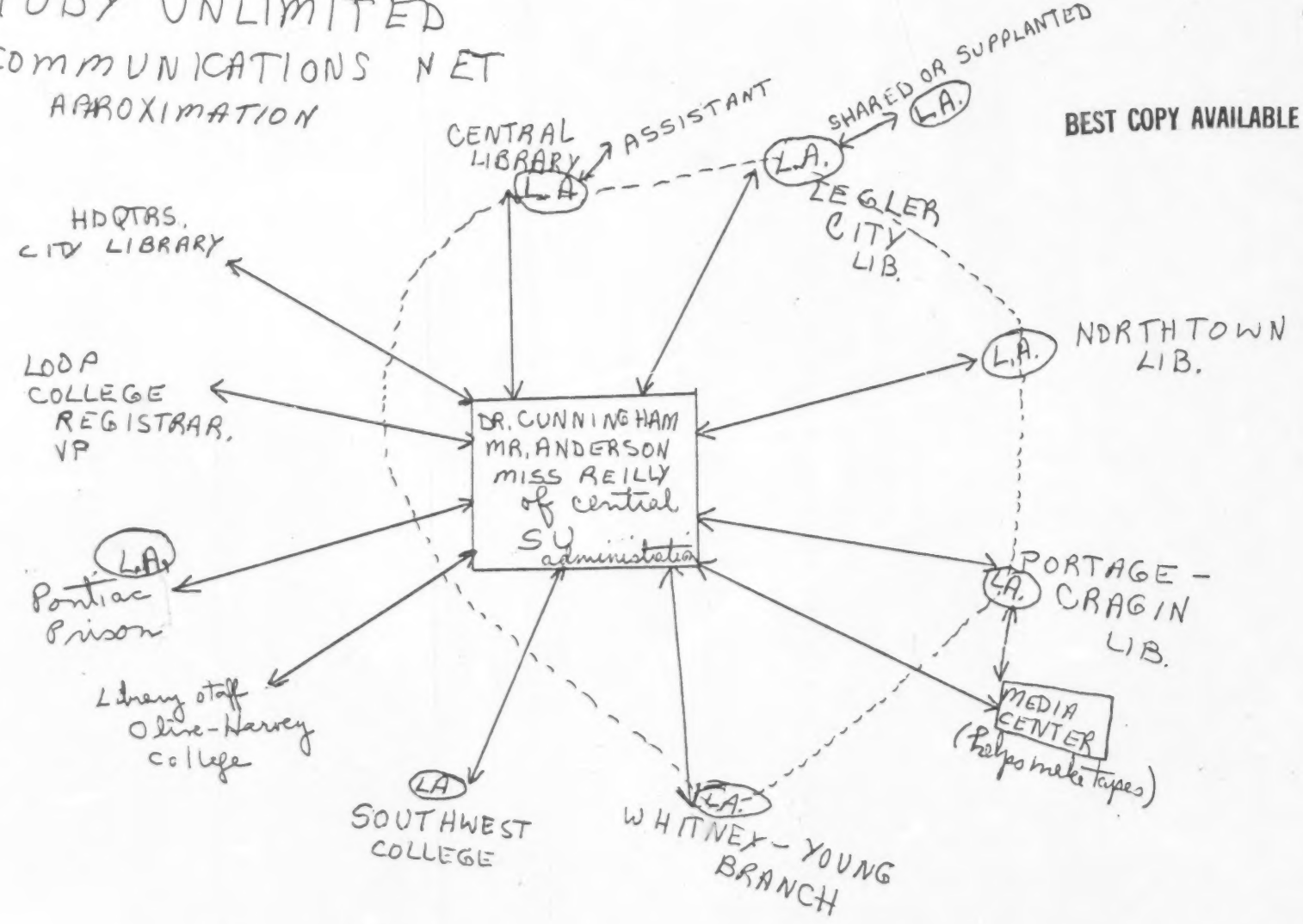

L.A. - Learner Advisor

--- at management meetings

counselors omitted from diagram.

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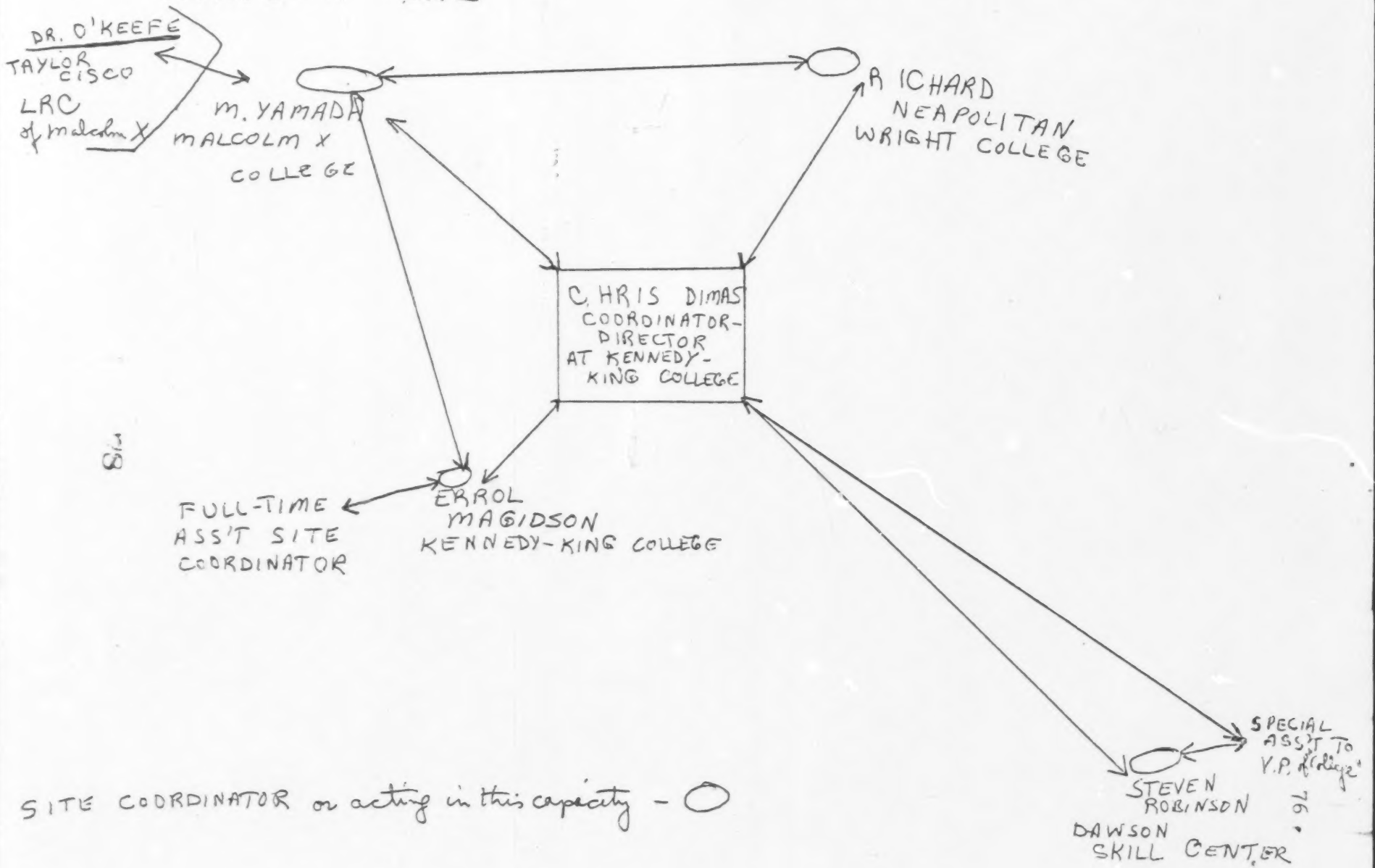
PLATO AS ADMINISTERED THROUGH LRL



SITE COORDINATOR or acting in this capacity - O